

## Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

### **Remember to think TPACK.**

*NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).*

Your Name	Mitchell Walston
What is the performance task for your unit?	The student must create an iBook about the evidence for evolution.
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	iBook Author
Lesson # in which students will create the performance task	Lesson #2

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Research content	<a href="https://www.library.cornell.edu/research/introduction">https://www.library.cornell.edu/research/introduction</a> This is a step-by-step guide to developing a research topic and evaluating sources.	Students will participate in a small activity where they will practice their research skills on any topic we've gone over already in class.
Create an outline	<a href="https://www.youtube.com/watch?v=fCujEU6xZS0">https://www.youtube.com/watch?v=fCujEU6xZS0</a> This video does a great job of demonstrating how to make an outline while.	I will demonstrate making an outline using information from the unit. Then students will watch the video and practice making outlines of something that interests them.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Searching for photos and videos	<a href="http://www.sciencephoto.com">http://www.sciencephoto.com</a> This is a great database for photos related to science.	I will have the students go to this website and search for anything we've talked about in class and find 3 images about it.
Understanding copyright	<a href="https://www.lib.purdue.edu/uco/CopyrightBasics/basics.html">https://www.lib.purdue.edu/uco/CopyrightBasics/basics.html</a> This website describes what copyright is and the importance of intellectual property.	Students will participate in an activity where they find a picture online and have to figure out if they can use it, and if so, how to cite that source. Students can must chose a topic that we've gone over.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Insert text, shapes, pictures	<a href="https://www.youtube.com/watch?v=zKAIhTqs0v4">https://www.youtube.com/watch?v=zKAIhTqs0v4</a> This video is a good tutorial on how to insert iBooks features into the project.	Students will listen to a short lesson on inserting text from the librarian. Then they will try it on their own using iBooks.

--	--	--

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Exporting iBooks Author	<a href="https://support.apple.com/kb/PH2809?locale=en_US">https://support.apple.com/kb/PH2809?locale=en_US</a> This is step-by-step how to export a project on iBooks Author to iBooks.	I will demonstrate how to export a file using the projector so all the students can see. Then they can try it on their own using iBooks.
Convert YouTube videos to m4v	<a href="https://www.onlinevideoconverter.com/video-converter">https://www.onlinevideoconverter.com/video-converter</a> With this website, students will be able to convert YouTube videos into a format suitable for iBooks.	I will demonstrate using this website using a projector so the students can see how to do it.

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Share iBook via email	<a href="https://support.apple.com/kb/PH2810?locale=en_US">https://support.apple.com/kb/PH2810?locale=en_US</a> This is a step-by-step how to share an iBook using email.	I will practice this using iBooks. I will allow students to explore until they have found out how to share via email.
Share iBook via Google Drive	<a href="https://www.youtube.com/watch?v=G6EpNi_xhzY">https://www.youtube.com/watch?v=G6EpNi_xhzY</a> This video is a simple tutorial on how to upload an iBook to Google Drive.	I will demonstrate this method of sharing on the projector so all students can see.